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ABSTRACT

The Salina Area Vocational Technical School has a special vocational program which provides selected vocational training courses for students with physical, emotional, or intellectual handicaps. The program offers vocational counseling, placement services, work evaluation, job readiness training, and vocational training tryouts. Vocational training tryout classes (described in terms of length and tasks involved) include: food service, commercial art, aircraft fabrication, offset printing, custodial maintenance, auto-body repair, small engine repair, welding, diesel mechanics, nursing aides, and drafting. Handicapped students who have successfully completed the work evaluation and exploration phases of the special program are then qualified to enter the regular vocational training program, which includes regular, modified, and short-term courses. A training tryout evaluation sheet, an outline of the vocational training objectives and procedures, and a listing of the educational interpreting services available are included. (LH)

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SPECIAL VOCATIONAL PROGRAM

Bldg. 658 2562 Scanlan Ave. Salina Area Vocational-Technical School 913-827-3601 Salina, Kansas 67401

September, 1975 Revision

FROM: Donald E. Jernberg, Supervisor of Special Needs, Salina Area Vocational-Technical School

RE: Special Vocational Program for Handicapped Youth and Adults

The Special Vocational Program for Handicapped Youth and Adults provides services which enable handicapped individuals to succeed in a regular vocational program and/or the world of work. Students and post high school individuals with vocational handicaps resulting from a physical, emotional or intellectual condition are involved in slelcted regular vocational training courses at the Salina Area Vocatioal-Technical School.

Handicapped individuals are referred to the Special Vocational Program by teachers, counselors, rehabilitation personnel, parents, and other people who work with handicapped persons. The Special Vocational Program provides work evaluation, training exploration, work experience, placement, and follow-along services. Based on the individual's needs he or she will receive the following services:

A. Coordination of services with other community agencies who are responsible for handicapped individuals educational, social, and vocational development, i.e., Rehabilitation and Sheltered Workshop.

B. Work evaluation to assess present vocational potential and work habits as a basis for determining subsequent vocational training at the Salina Area Vo-Tech School and/or at other training facilities.

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C. Work adjustment to modify inappropriate work habits diagnosed in the work evaluation, i.e., poor attendance, inability to accept supervision, excessive tardies, etc. Individuals exhibiting poor work habits modify them through the medium of work samples gathered from the business community. This program is conducted at the Kansas Vocational Rehabilitation Center's Work Adjustment Shop.

D. Work experiences are provided individuals through selected work stations in the community. Students do not get paid for these experiences.

E. Integration into regular Vo-Tech offerings, i.e., welding, auto body, offset printing, aircraft assembly, diesel mechanics, food service, commercial art, drafting, and custodial-maintenance with supplemental supportive services. (See Chart A).

F. Related instruction such as blueprint reading, math, etc., is provided in connection with any of the occupational areas listed in E.

G. Job-seeking skills to assist students in obtaining employment. This program includes teaching proper use of application blanks and effective interviewing methods.

H. Placement and follow-along services. (See Chart B).

VOCATIONAL COUNSELING AND PLACEMENT SERVICES

I. Objectives

A. Provide individual counseling in areas of preparation, progress in training and post-training planning.

B. Liason services to coordinate activities between the Special Vocational Program and referring personnel.

C. Provide job placement services for those students needing help in securing a job.

II. Individual Services

A. Preparation of students considering attendance at the Special Vocational Program through (1) identification of general and specific vocational interests and goals, and (2) providing information relative to the Special Vocational Program philosophy and methods of training.

B. Collection and assimilation of pertinent background information (medical, psychological, social, educational and vocational) for the purpose of determining eligibility to the program.

C. Assisting students in matters pertaining to enrollment (application forms, financial matters, housing, transportation, etc.) in specific training programs.

D. Coordination of services to be provided within Special Vocational Program operations (supplemental instruction, evaluation, training) to facilitate students progress in training.

F. Counseling assistance on a continuing basis to monitor student's progress in training and to assist student with training-related adjustment problems which may develop. Such problems may require referral to outside community agencies for specific services.

F. Coordination of information transmittal concerning student's progress in training through formal progress conferences with those professionals involved and parents whenever appropriate. Conferences are scheduled as necessary during training and prior to completion of program for post-training planning.

G. Maintaining records regarding individual students as well as statistical records on all referrals, services, outcomes and follow-up results.

III. Liason Services

A. External -- Continuous liason with personnel making regular referrals to the Special Vocational Program is an integral component of the counseling service function.

B. Internal -- The liason activities within the Special Vocational Program are necessary to coordinate the varied services of personnel (program instructor, instructor-evaluator) to insure that (1) those students referred to the Special Vocational Program are receiving the most effective instruction possible and (2) those students not referred to the Special Vocational program prior to entering the Vo-Tech, but who are eligible for services by the presence of a handicapping condition, are provided auxiliary services to enhance their instructional program. Also included in this activity are periodic on-going contacts with individual instructors for the purpose of exchange of information.

E

JOB PLACEMENT

1. Employer pays entry-level wage
2. Client has ability and interest to do all tasks involved on job

D

TRIAL JOB

1. Employer agrees to pay entry-level wage and supervise
2. Probationary period
   Example: 1 week - 1 month

C

OJT

1. Entry level - Pay by employer
2. Length of training
3. Training program (defined)
4. Employer supervise

B

O.J.E.

1. Client does all tasks on job
2. Employer supervises
3. No pay
4. Employer provides evaluation information to coordinator at end of evaluation
5. Recommendation for employment

A

WORK EXPERIENCE AND TRAINING

1. Client performs only some tasks on complete job
2. Employer-coordinator supervision
3. Aptitude and interest evaluation
4. No pay

Code for recommendations by supervisors
To be used on monthly evaluation reports and monthly work schedules

Preface

Work evaluation, an intensive evaluation period, 60-80- clock hours provides the student and the Special Vocational Program Staff with information regarding the students vocational potential and work behavior. Assessing the students vocational strengths and weaknesses as well as his work behavior is achieved through the use of work samples. Work samples are a task or series of tasks which require pre-determined skills and abilities to complete successfully. By observation and the comparison of the students performance in terms of work quality and quantity with standardized normes, the vocational evaluator is able to indicate in which vocational areas the students could be successful. Also included in the evaluation results are recommendations for improving specific weaknesses and poor work behavior. These recommendations are utilized by those working with the student.

WORK EVALUATION OUTLINE

I. Shop Orientation

A. Time clock

1. Students are trained on proceedure for clocking in and out.

B. Students watches safety filmstrip and answers 35 true and false questions.

C. Student is orientated to rules of program.

D. Student is given exploration of purpose of evaluation.

II. Work Samples

A. Student is administered the Jewish Employment and Vocational Services work sample system.

B. Depending on abilities and interests shown on the J.E.V.S. work samples, the student may then be evaluated on selected Special Vocational Program developed work samples.

III. Motivational Interview

A. The student talks with his (her) evaluator at the end of the second day of evaluation. The purpose of the interview is to gain insight into the students reaction to the evaluation process.

B. The student is counseled with concerning any negative feelings or misconceptions he might have about evaluation.

IV. Feedback Interview

A. After the completion of work samples the student is asked about his evaluation:

1. What he liked or disliked

2. How he feels he performed

B. The evaluator explains to the student how he performed on work samples.

C. The evaluator conveys to the student recommendations that seem feasible for the students vocational future and notes his reaction.

V. Report and Staffing

A. The evaluator presents the information recorded during evaluation and makes recommendations to the Special Vocational Staff.

1. Recommendations are discussed and accepted or are altered for the students benefit.

2. Persons responsible for carrying out recommendations are designated.

B. A final comprehensive written report is sent to the referral source, counselor and other persons involved in the students case.

VI. The final recommendations are presented to the student.

Evaluation Outcome

Various recommendations are made afte the student completes his evaluation. Depending on the abilities and work behaviors demonstrated during evaluation, the student might be recommended for one or a combination of the following:

1. Direct job placement
2. On the job training
3. On the job evaluation and/or exploration
4. Exploration in one or more Vo-Tech shops
5. Modified Vo-Tech training
6. Vo-Tech training
7. Work adjustment
8. Sheltered-workshop evaluation
9. Basic education in a classroom setting
10. Related instruction
11. Vocational counseling
12. Mental health evaluation
13. Medical evaluation

The Special Vocational Program does not limit its recommendation to those listed above. Any available service which would benefit the student vocationally is a considered possibility.

Work Samples

The S.V.P. utilizes the J.E.V.S. work sample system in the first phase of evaluation. The Jewish Employment and Vocational Service located in Philadelphia, Penn., developed the system with funds provided by the Department of Labor. Work sample norms are standardized and have been researched extensively for validity. The system consists of twenty-eight work samples which tap ten of the Worker Trait Group Arrangements (WTGA) listed in the Dictionary of Occupational Titles. Those WTGA's evaluated are as follows:

1. Handling
2. Sorting, Inspecting, Measuring and Related
3. Tending
4. Manipulating
5. Routine Checking and Recording
6. Classifying, Filing and Related
7. Inspecting and Stock Checking
8. Craftsmanship and Related
9. Costuming, Tailoring and Dressmsking
10. Drafting and Related

Also available for student evaluation are sork samples that have been designed specifically for Vo-Tech programs and jobs in the community. Listed by areas, they are as follows:

1. General
2. Bench Assembly
3. Clerical and Office Work
4. Sewing
5. Carpentry
6. Stock Clerk and Related
7. Drawing
8. Drafting
9. Lettering
10. Printing
11. Leather Goods
12. Cosmetology
13. Electronics
14. House Wiring
15. Food Service
16. Welding
17. Small Engines

Job Readiness Training

I. Objective

Learn appropriate work behaviors by having students experience the demands of competitive employment.

II. Setting

A. Job Readiness will take place at the Kansas Vocational Rehabilitation Center, through their sub-contract work shop.

B. There are three (3) phases to this program:

1. Phase one--student is observed for three (3) weeks in a work setting. This observation will "pin-point" inappropriate and appropriate work behaviors. From these observations a Job Readiness Training Plan will be developed, outlining goals and objectives.

2. Phase two--student obtaining these goals and objectives as determined in Phase one.

3. Phase three--student will receive "Job Seeking Skills."

III. Procedure

A. Students who show a need to learn appropriate behaviors while in the Special Vocation Program evaluation will be referred to the Job Readiness Training at the Kansas Vocational Rehabilitation Center.

B. Methods that will be used to modify or correct inappropriate work behaviors are:

1. Contract workshop--a work setting that resembles as closely as possible work found in the community outside the training facility, with emphasis on productivity.

2. Group counseling--a group interaction to increase understanding and acceptance of values and goals, and to learn and/or unlearn certain attitudes and behaviors. (Gazda, Duncan and Meadows, 1967)
3. Individual counseling--a relationship between a person seeking help with a problem and a person trained to provide that help (Patterson 1966).
4. Behavior modification--environmental conditions where behavior is analyzed and specific undesirable response patterns are eliminated and desirable response patterns strengthened by the systematic application of reinforcement.

VOCATIONAL TRAINING TRYOUTS

I. Objectives

A. Provide the student with experiences designed to assist him or her in developing vocational interests, aptitudes, and abilities. These experiences are training try-outs in pre-determined skill training areas of the Salina Area Vo-Tech School.

B. Assist the student in the selection of the vocational training course or occupation in which he will have a reasonable chance for success and vocational fulfillment.

II. Procedures

A. Training Tryouts:

Based on the student's performance in the work evaluation, a student may be placed in selected vocational training courses at the Vo-Tech for a try-out period lasting approximately one to six weeks. The student will take part in the normal learning activities of that instructional course. The course instructor is under no obligation to keep the student following the training try-out. His only responsibility is to report as objectively as possible the student's feasibility for training in that specific area. Any specific problems or assets will be reported by the instructor to the Special Vocational Program staff through a brief written report.

B. Final summary of exploration results

Following the vocational training exploration, a final report will be prepared which will summarize the data gathered during the exploration. The report will describe the individual's overall vocational feasibility with recommendations as to what vocational course at the Vo-Tech would be most appropriate considering the student's limitations and possible need for supplementary instruction, remedial instruction, program modifications, etc.

The instructor in Food Service has agreed to provide training tryouts in food service for students in the Special Vocational Program. The expected length of this tryout is five to six weeks, however time will vary according to individual students. The instructor has the option to terminate a student at anytime or recommend training before the tryout is completed. The number of student's and when they can start will be determined by the instructor. Included in this training tryout will be an evaluation measuring Vocational Potential, Work Behavior and Work Tolerance.

The students interest, aptitude and abilities will be evaluated on the following tasks:

A. Kitchen helper

1. Operating dishwasher
2. Cleaning and mopping floors
3. Pot cleaning and washing dishes by hand

B. Cafeteria counter work

1.
1. How to set up a cafeteria counter
2. How to fill and arrange food containers
3. Types of utensils needed for different tasks

C. Cooks helper

1. Learn how to measure
2. Read recipes
3. Make at least six items
   a. two salads
   b. two vegetables
   c. two desserts
   d. one main dish
4. Use of short order grill
5. Use of frier
6. Assist cook with general preparation

D. Waiter-Waitress

1. Daily dining room chores
2. Set up tables
3. Clean tables and chairs
4. Prepare side stand
5. Prepare service stations
6. Prepare service area when customers eat
7. Clean and refill, sugar, salt, pepper, etc. containers
8. Fold napkins
9. Clean equipment
10. Store garnishes and condiments

11. Refill side stand components
12. Perform assigned clean-up chores
13. Take an order

The instructors in Commercial Art have agreed to provide training tryouts in commercial art for students in the Special Vocational Program. The expected length of time spent in this tryout will be five to ten days; time will vary according to individual cases. The instructor has the option to terminate a student at anytime or recommend training before the tryout is completed. The number of student's and when they can start will be determined by the instructors.

Included in this training tryout will be an evaluation measuring Vocational Potential, Work Behavior, and Work Tolerance.

The student's interest, aptitude and abilities will be evaluated on the following tasks:

A. Reproduction of several projects (objects)

1. Three dimensional drawing

a. Different textures-wood, metal, plastic, etc.

2. Mannequin drawing

a. Shape
b. Textures
c. Proportions
d. Pencil technique
e. Dimension
f. Sense of design
g. Perspective
h. Shading

B. Arranging basic shapes into a design

1. Circle
2. Square
3. Triangle
   a. Continuity
   b. Balance
   c. Unity

Recommendations for training.

The instructor in Aircraft Fabrication has agreed to provide training tryouts in aircraft fabrication for students in the Special Vocational Program. Expected time spent in this tryout will be two weeks for half day students (3 hr. a day) and one week for full day students (6 hrs. a day). Length of time may vary in individual cases. The instrucotr has the option to terminate a student at any time or recommend a training program before the tryout is completed. The number of students and when they can start will be determined by the instructor.

Included in this training tryout will be an evaluation measuring Vocational Potential, Work Behavior and Work Tolerance.

The student's interest, aptitude and abilitits will be evaluated on the following tasks.

1. Identification and use of tools to work on aluminum alloy
2. Ability to determine when a scribe may or may not be used
3. Delecting the proper drill bit
4. Installing drill bit in a drill chuck
5. Use of the pneumatic drill motor
6. Using proper drilling techniques after several hours of pratice drilling holes
7. Understanding proper care and methods used in working with aircraft sheet metal
8. Selection of proper rivets and rivet sets
9. Selecting proper bucking bars
10. Use of rivet gun and bucking bars
11. General aircraft maintenance and mechanical work if deemed appropriate by the instructor

Recommendations for training.

The instructors in Offset Printing have agreed to provide training tryouts in offset printing for students in the Special Vocational Program. Expected time spent in this tryout will be two weeks for half day students (3 hrs. a day) and one week for full day students (6 hrs. a day). Length of time may vary in individual cases. The instructors have the option to terminate a student at any time. They may also recommend a training program before the tryout is completed. The number of students and when they can start will be determined by the instructors.

Included in this training tryout will be an evaluation measuring Vocational Potential, Work Behavior and Work Tolerance.

The students interest, aptitude and abilities will be evaluated on the following tasks by the offset printing instructors.

1. Platemaking
2. Stripping
3. Use of tools and equipment in the shop
4. Bindery

Recommendations for training.

The Custodial Trades and Certification Supervisor, in cooperation with two of the Vo-Tech Custodians, have agreed to provide a training tryout in custodial maintenance. The training tryout will be approximately six weeks in length, afternoons only (12:20-3:20). The student may enter the program any day during the week. The Supervisor or the two Custodians have the option to terminate the student from the program.

Included in this training tryout will be an evaluation measuring Vocational Potential, Work Behavior and Work Tolerance.

The students interest, abilities and aptitude will be evaluated on the following tasks. (Part of these areas may be covered due to lack of materials or bad weather.)

1. Running concrete
   a. Mixing concrete
   b. Rough and smooth finish
2. Replacing glass
3. Sheet rock work
4. Painting-inside and outside
5. Carpentry work
   a. Skill saws
   b. Joiner
   c. Jig saw
   d. Drills
   e. Radial arm saw
6. Replace bulbs
7. Roof patching
8. General housekeeping

Recommendations for training.

The instructors in Auto-Body Repair have agreed to provide training tryouts in auto-body repair for student's in the Special Vocational Program. Expected time spent in this tryout is two weeks, length of time may vary in individual cases. The instructor has the option to terminate a student at any time or recommend a training program before the tryout is completed. The number of student's and when they can start will be determined by the instructors.

Included in this training tryout will be an evaluation measuring Vocational Potential, Work Behavior and Work Tolerance.

The student's interest, aptitude and abilities will be evaluated on the following tasks:

A. Basic metal preparation

1. Auto body repair exercises used to develop techniques for metal repair

    a. Pick hammer exercises
    b. Hammer on and off dolly exercises
    c. Metal finish small dents
    d. Rough out and prepare metal for plastic application
    e. Apply plastic and smooth it
    f. Instruction in the proper use of hand tools

2. Form perception

B. Basic painting

1. Spot puttying
2. Use of metal conditioners
3. Sanding
4. Masking
5. Feathering
6. Spray gun usage
7. Primer application
8. Painting
9. Detailing of automobile after painting

The Special Vocational Instructor at the Vo-Tech School, has agreed to provide training tryouts in small engine repair. Expected time spent in this tryout will be approximately three weeks for a half day student (3 hrs. a day) and one and a half weeks for a full time student (6 hrs. a day). Length of time may vary in individual cases.

The instructor has the option to terminate a student in this tryout at anytime. The number of students and when they can start this tryout will be determined by the instructor.

Included in this training tryout will be an evaluation measuring Vocational Potential, Work Behavior and Work Tolerance.

The student's interest, aptitude and abilities will be evaluated on the following tasks:

Use of Tools and Fasteners

1. Threaded fasteners: bolts and cap screws
2. Nuts, washers, pins and keys
3. Screwdrivers, wrenches and punches
4. Sockets and hammers
5. Pliers, chisels, files and hacksaws

Measuring Tools

1. Introduction to measuring tools
2. How to read and use the steel ruler
3. How to read the outside micrometer
4. How to use the outside micrometer
5. How to read and use the inside micrometer
6. How to use the telescoping guage
7. How to use thickness guage
8. How to read and use the torque wrench

Fundamentals of Power

1. Simple machines
2. Simple engines
3. Fuel and carburation
4. Electricity

Two-cycle engine

1. Introduction: service and operation
2. Engine disassembly
3. Recoil starter and review of engine operation
4. Fuel system
5. Magneto
6. Inspection of parts
7. Engine reassembly

Recommendations for training.

The Special Vocational Instructor, at the Vo-Tech School, has agreed to provide training tryouts in welding. Expected time spent in this tryout will be one and a half week to three weeks. Length of time may vary depending on the individual student. The instructor has the option to terminate a student. The number of students and when they can start this tryout will be determined by the instructor.

Included in this training tryout will be an evaluation measuring Vocational Potential, Work Behavior and Work Tolerance.

The students interest, aptitude and abilities will be evaluated on the following tasks:

A. Oxyacetylene welding and cutting

1. Selection and use of safety equipment
2. Selection and proper use of tools and equipment
3. Turn on and adjust pressure on each regulator for either a welding or cutting job.
4. Light welding torch and cutting torch and adjust to a neutral flame
5. Identify major parts of welding equipment and use proper terminology to describe them
6. Make several satisfactory cuts with cutting torch
7. Light and adjust the welding torch to carry a puddle on 15 guage steel that will produce a satisfactory bead
8. Run a satisfactory bead with the addition of filler rod
9. Make a satisfactory butt weld with adequate penetration
10. Properly turn off torch and secure equipment

B. Arc welding

1. Selection and use of safety equipment
2. Selection and proper use of tools and equipment needed to make a weld
3. Identify the major parts of this welder and use proper terminology to describe them
4. Familiarization with the following welding terms

    a. arc
    b. crater
    c. base metal
    d. slag
    e. penetration

5. Be familiar with the four welding positions

   a. flat
   b. horizontal
   c. vertical
   d. overhead

6. Be familiar with the five types of joints

   a. butt
   b. corner
   c. edge
   d. tee
   e. lap

7. Be familiar with the AWS electrode classification system
8. Strike an arc and run a satisfactory bead with proper electrode angle and direction of travel
9. Make a satisfactory welding pad

C. MIG welding

1. Selection and use of safety equipment
2. Selection and proper use of tools and equipment needed to make a weld
3. Identify the major parts of this welder and use proper terminology to describe them
4. Turn on and adjust this welder for a given metal thickness
5. Run a satisfactory bead with proper welding gun position and direction of travel
6. Make a satisfactory welding pad

Recommendations for training.

The instructors in Diesel Mechanics have agreed to provide training tryouts in diesel mechanics for students in the Special Vocational Program. The expected length of time for this tryout is two weeks for a full time student (6 hrs. a day), indefifnite for a half time student (3 hrs a day). These times could very depending on individual cases. The instructor has the option to terminate a student at any time or recommend training before the tryout is completed. The number of students and when they can start will be determined by the instructors.

Included in this tryout will be an evaluation measuring Vocational Potential, Work Behavior and Work Tolerance.

The student's interest, aptitude and abilities will be evaluated on the following tasks. (Parts of these areas may be covered, but all of these areas may not necessarily be covered in a tryout.)

1. Brake System--example: rebuilding a master cylinder
2. Engine--example: rebuilding oil pump or grind valves
3. Electrical--example: rebuilding an alternator or generator
4. Hydraulic System--example: rebuilding valve assembly
5. Transmission--example: rebuilding a transmission according to the diesel mechanics manual
6. Rebuilding any component part in the above mentioned categories

A student's ability to succeed in the diesel program regarding his reading and math abilities will be determined on an individual basis.

Recommendations for training.

The instructor of the Nurse's Aide course has agreed to provide training tryouts in nursing aide for student's in the Special Vocational Program. Expected length is one to two weeks, but may vary with each student. The instructor has the option to terminate a student at anytime or recommend training before the tryout is complete. The number of students and when they can start will be determined by the instructor.

Included in this tryout will be an evaluation measuring Vocational Potential, Work Behavior and Work Tolerance.

The students interest, aptitude and abilities will be evaluated on the following tasks:

A. Personal health films, one to one instruction

1. Hygiene
2. Nutrition
3. Sanitation
4. Body mechanics

B. Environmental health

1. Care of the unit

    a. Bed
    b. Bed pan
    c. Floors

C. Mechanics

1. Making a bed
2. Giving baths
3. Helping a patient in and out of bed
4. Lifting a patient

Recommendations for formal training, on-the-job training or further training tryout in a nursing home (custodial capacity).

The instructors in Drafting have agreed to provide training tryouts in drafting for students in the Special Vocational Program. Expected length of time in this tryout is four to six weeks, time may vary with the student. The instructor has the option to terminate a student at anytime or recommend training before the tryout is completed. The number of student's and when they can start will be determined by the instructor.

Included in this tryout will be an evaluation measuring Vocational Potential, Work Behavior and Work Tolerance.

The students interest, aptitude and abilities will be evaluated on the following tasks:

A. Lettering and line work in the letter tasks. Skills to be evaluated are use of the Leroy or mechanical lettering instruments as well as free-hand lettering. Work behavior to be observed and considered very important in this task is frustration tolerance. The line work to be evaluated will be the student's use of alphabet line.

B. Use and care of drafting equipment. This task is considered a skill which will be evaluated and can be improved through training and practice. Vocational potential considered important is the ability to follow verbal and demonstrated instructions.

C. Geometric construction exercises. This task involves evaluation of problem-solving ability, reasoning aptitude, and ability to apply theory learned. The skill to be developed and evaluated in this task is the use of equipment.

D. Pictoral drawing. Tasks involved in this are isometric and oblique drawings. Instruction is related to application of all theory and skill.

E. California math test. This is given only to determine a student's background and ability in math. Use of the test is intended to determine if more instruction is needed and whether or not the student should be referred for more individual instruction by his drafting instructor or his related math instructor.

Recommendations for training.

Student _____

Instructor _____ _____ Training Tryout

TRAINING TRYOUT EVALUATION

Instructors Comments

I. Vocational Potential

1. Learns quickly
2. Follows written instructions ____
3. Follows verbal instructions ____
4. Follows demonstrated instructions ____
5. Retains instructions ____
6. Improves with repetition ____
7. Exhibits versatility ____
8. Organizes work ____
9. Recognizes errors ____
10. Demonstrates ability to seek help ____
11. Finger dexterity ____
12. Manual dexterity ____
13. Eye-hand coordination ____
14. Quality of work ____
15. Quantity of work ____
16. Uses equipment properly ____

II. Work Behavior

1. Punctuality
2. Attendance ____
3. Accepts supervision ____
4. Accepts criticism ____
5. Cooperation ____
6. Adheres to safety rules ____
7. Cares for equipment properly ____
8. Works as a team member ____
9. Employee relationships ____
10. Works to capacity ____
11. Dresses appropriately ____
12. Grooming ____
13. Personal hygiene ____

III. Work Tolerance

1. Physical stamina
2. Frustration tolerance ____

Rating Explanation:

1. Would not meet the requirements for training
2. Would meet requirements for training, but with great difficulty
3. Would meet the requirements for training, with some difficulty
4. Would meet the requirements for training

VOCATIONAL TRAINING

I. Objectives

A. Provide the student with training experiences to prepare him for employment in one occupation or closely-related area.

B. Provide students with specific skills associated with each training area.

C. Expose students to related and technical information as it relates to specific area of training.

D. Provide students with a job seeking skills program to assist them in obtaining employment.

II. Procedure

Three types of training programs are offered at the Vo-Tech School; (1) regular programs, (2) modified programs, and (3) short-term programs. Handicapped students can go into any of three types of programs.

Before a handicapped student can enter a regular program, he will have successfully completed work evaluation and exploration phases of the Special Vocational Program and will have demonstrated attitudinal and performance prerequisites for a regular Vo-Tech program.

III. Types of training programs (partial listing)

A. Regular Program - This kind of program is planned, operated and meets established standards for similar programs within rules and regulations of the State Board of Education. It has an established rate of progress which is expected of all students. Open entrance and exit are not part of scheduling. Handicapped students may enter these programs if they have the ability: air conditioning and refrigeration, auto body repair, auto mechanic, commercial art, diesel mechanics, drafting, offset printing, machine shop, electronics, and welding.

B. Modified Program - The modified programs have the first characteristic of the regular program. Other characteristics include (1) scheduling modification (extension of school day, week, or year, open entrance, exit), and (2) curriculum modification. Sample modified program is Production Welding.

C. Short-term Program - This type of program has the first attribute of the regular program and also attributes of the modifed program. However, these programs are short and specifically geared to a

student. Sample programs include Auto-Make ready and Aircraft Assembly. The first program is nine weeks in length and the second is five weeks in length.

D. Community Training Programs - There are basically three types of training programs in this area (1) on-the-job evaluation, (2) on-the-job training, and (3) job try-out.

EDUCATIONAL INTERPRETING SERVICES

I. Activities

A. Interpreting for hearing impaired students in classrooms and/or shop areas, for student activities, assemblies, field trips, etc.

B. Provide notetaking services, by hearing students for future reference by the hearing impaired student.

C. Provide orientation and staff in-service training program.

D. Enlist community involvement through (1) news media (2) radio and (3) television.

E. Develop, evaluate, and expand new phases of supportive services.

II. Individual Services

A. Conduct tours and personal interviews.

B. Assist with special tutoring classes for instruction and vocabulary lists.

C. Provide student communication training classes.

D. Provide interpreting for job interviews.

E. Attend conferences with staff to coordinate information concerning students progress.

F. Maintain individual student records and statistical information.